The PELMAN SYSTEM *of* MIND *and* MEMORY TRAINING :: ::

LESSON

NO. 1

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THE PELMAN SYSTEM OF MIND & MEMORY TRAINING

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LESSON I.

LONDON
THE PELMAN INSTITUTE
FOR THE SCIENTIFIC DEVELOPMENT
OF MIND AND MEMORY
4 BLOOMSBURY STREET, W.C. 1.

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LESSON I.

Introductory.

I. WHAT THE COURSE COVERS.

1. The Pelman System of Mind and Memory Training is a full course of instruction in mental efficiency, designed to meet every requirement of thought and life, the whole being balanced and arranged in a uniform manner by the Pelman psychologists who have had thirty years' experience in dealing with the intellectual needs of every class of society. The Course is comprised in a series of twelve lessons, which are based, not on book knowledge, but on a practical acquaintance with the requirements of the age. The real value and application of every statement made in the Course has been tested again and again with unvarying success. No essential requirement has been omitted and nothing unnecessary has been included. Within the compass of the twelve lessons you will be shewn

How to develop energy, enterprise, and self-confidence ;

How to think in a productive manner and according to the laws of Logic ;

How to observe ;

How to train the senses, such as sight and hearing ;

How to understand and utilise the principles of association ;

How to practise analysis and synthesis, the reduction of a statement or problem to its simplest possible form and the combination of old ideas into new ones ;

How to concentrate the attention and to strengthen the will ;

How to use the forces of suggestion and self-suggestion ;

How to frame for any subject a scheme of study suited to your own conditions ;

How to keep the mind and brain in good health ;

And throughout the whole Course you will have brought before you the fact that every activity of thought and work depends upon Memory, and you will be shewn how to develop a reliable Memory. Incidentally many other matters of interest and of vital importance will be placed before you. In order that the Course may be understood without difficulty by students of every class the use of technical and scientific terms has been rigidly excluded except where a simple explanation of them has been added ; but students who are acquainted with the science of psychology will readily be able to supply for themselves the technical expressions which have been purposely omitted.

II. CAUSES OF MENTAL INEFFICIENCY.

2. It is only natural that men and women who are not "well-born" in the sense of being the offspring of healthy parents, should suffer certain mental disadvantages. Physical weaknesses nearly always affect adversely the qualities

of the mind ; and, so far as bodily idiosyncrasies act and react on mental conditions, it is probable that the good and bad qualities of every parentage are transmitted to its progeny.

The Pelman Institute has found that many people trace their mind-wandering habits to inheritance from one or both parents ; and although a few may be mistaken in this diagnosis, there can be no doubt that maternal and paternal qualities are in some instances, faithfully reproduced in the children. The subject is one around which many controversies have raged, and we have no desire to re-open an acrid discussion. It is sufficient to point out that a natural or developed inefficiency of brain development, such as a lack of concentration, is hardly likely to appear in the next generation as a superb power of focusing attention. The probability, if not the actuality, is all the other way.

Defective School Methods.

3. But a greater agency for developing mental inefficiencies is the School. Wrong methods of teaching, wrong ideals of education, haste to attain results, bad policy as seen in crowding the young mind with useless knowledge—these have a direct effect in the atrophy of the reasoning powers, especially the relation between cause and effect. In other words what is popularly known as the sense of the "why and wherefore" has no chance of development in the rush for acquiring information and the effort to remember it for examination purposes. Mental powers of every kind frequently suffer injury on account of faulty school curricula. We make this statement not only on the grounds just stated, but because a large

number of pupils attribute their mind wandering, and defective memories, to the bad mental habits fostered by modern school methods.

Of course the effect is not the same in every case. Scores of scholars suffer no conscious drawbacks from the crowded syllabus of the present day school ; they prosper intellectually in spite of everything. But a certain percentage inevitably sustain loss, all the more pronounced when there is added the natural carelessness and indifference of youth to serious tasks.

14 to 25: Critical Years.

4. Again, lack of discipline between the years of 14 and 25 often gives rise to mental inefficiency. Whatever advantage school routine has offered in the way of attention to prescribed lessons at certain hours is frequently lost ; there is no master to supervise effort outside the round of daily duties ; reading is an indulgence of curiosity rather than a fixed plan for the training of intelligence. Thus at 25, or later, men and women find themselves unable to concentrate because they have not continued the mental discipline which the school may in their cases have begun. They have developed certain bad habits, intellectually ; and they need in consequence a course of training by way of corrective.

Illness, particularly of a nervous kind, is another source of mental inefficiency—concentration and memory being the functions that suffer most. In such cases physical and mental remedies should be used together cautiously, slowly, and hopefully. Any kind of negative suggestion, such as "I don't think my memory will ever recover," is very prejudicial to success, and any kind of physical neglect will exert a

mischievous influence on the powers of the mind. There should be, first, a strong determination to become physically fit; next, a re-training of the defective functions on scientific lines, taking care not to press the exercises too keenly, as any over-exertion would defeat the end in view.

There are other reasons, both physical and mental, why inefficient conditions are brought about, but those indicated are the chief. Accidents, insomnia, residence in tropical climates, over-indulgence in alcohol or tobacco, are more or less potent factors in depleting intellectual powers—especially memory.

III. AGE, IN RELATION TO MENTAL EFFICIENCY.

5. Am I too old? This is a serious question which the after-forty reader addresses to himself and to us: occasionally we receive the question from a man of 35.

The answer a man generally gives to himself is "Yes, I *am* too old." The answer we give is neither "Yes" nor "No."

First, the age limit for mental efficiency depends on the individual. If a man has allowed his mind to run to seed up to the age of 50, there is little chance of his doing anything to improve himself in a manner that is unmistakeable. He may stop the mental dry rot that has set in—and this is in itself worth doing; but he could not expect to *increase* his mental acumen, although he could improve his memory to some extent. On the other hand, the man of 50 who has, by reading, by business, or in other ways, kept his intelligence active, has every reason to believe that he can increase his mental powers all round:

indeed, the results or inquiry into this matter shew that many of the world's great men have done their best work after the age of 50.

6. Before proceeding further, it may be interesting to inquire why men of 45-50 are almost invariably pessimistic about the development of their mental powers. It is partly because the physical powers have begun to decline, although it may be in minute degree, and this re-acts on the brain as the organ of the mind, causing a slight sense of repression ; the physical basis of mind having reached its zenith, the tendency is to decline in vigour and consequently in mental power. In the case of a man with active intelligence, this tendency is hardly noticed, except in a normal desire to take things a little more easily. In any event, however, the tendency to relax effort should not be encouraged though it may be recognised.

A Mental Specialist on Mental Age.

7. We are pleased to find our opinions confirmed in an interview given by Dr. Bernard Hollander, the famous mental specialist :—

> "Certain changes occur in a man's constitution between 48 and 55 which have a marked effect upon his outlook. He settles down physically and mentally. He becomes a much more comfortable fellow to deal with at home, a much more reasonable fellow in politics, a much less enthusiastic fellow in business. There are exceptional men to whom the rule does not apply, but it holds good for the average man.
>
> "This absence of enthusiasm means that

very few men will launch out on new enterprises, or display unexpected ability after fifty. But it does not mean that the man of over fifty will not do splendid work —perhaps the best work of his life. The reason is that after fifty he will be a man of experience as well as a man of ability. If a scientist or a man of letters could maintain his physical efficiency unimpaired till he was a hundred, I believe he would do greater things than have ever been done yet."

Too Little Brain Work.

Dr. Hollander is a firm believer in mental activity as the secret of intellectual longevity. He thinks that far more people come to grief through giving the brain too little to do than through giving it too much.

"The man who has learnt by fifty how to systematise his thinking will go on improving his mental powers for many years after that critical point. The great thing is to give the brain enough to do. If you don't, surplus energy will be accumulated and the result may be disaster.

"See what happens when a man retires from his business or profession! He slowly breaks down or goes to pieces. Why? Not because he is getting old, or because his brain has been overtaxed in the past, but simply because his brain is not given enough to do. He has lost his one real interest. There is nothing to keep his brain in 'condition.'

"It seems to me most important that every brain worker should have at least a second string to his bow unless his profession is

such that it can continue to keep him fully interested right through life. Then he will find—allowing, of course, that his health is maintained—that instead of being less mentally efficient after fifty he has the power to go on developing."

Although some men have done their best work after 50, it must not be forgotten that they prepared for that work during the years that preceded their half-century—say from 18 or 20 onwards. Hence, there is no specific age when one should look for mental efficiency; the conditions are always changing, and the power a man is bound to have at 35 or 40, he cannot expect to have at, say, 21, although in the year of his majority he may be as good, mentally, as his years permit. Thus mental efficiency is not necessarily a fixed condition: it changes with age and experience, and the change should be progressive up to the age of 50.

IV. THE FULFILMENT OF YOUR DESIRE.

8. In entering for a Pelman Course you doubtless have two objects: you desire—

(1) to overcome any deficiencies from which you may suffer;

(2) to develop any additional ability for new work that lies before you.

Perhaps you are a student and feel that your task can be made more easy. It can; and we can show you the method. It may be that you are engaged in some business or industrial enterprise, and you realise that success in any conspicuous degree can only come to one who has a thorough mastery of every detail involved. We will supply you with the means by which you can acquire such a mastery of detail.

Possibly you have no fixed occupation, but desire to increase your general aptitude as a citizen and a member of the social community. We will lead you to the fulfilment of your desire. Just as an athlete develops his muscles by training, so can all the powers of the mind be expanded and strengthened by skilfully-devised exercises. An illustration of this is seen in the case of the Bank Clerk. When a young man enters the service of a Bank, he very likely is able to add columns of figures with no more than average speed and accuracy, but after a few years of practice he can add a long column of pounds, shillings and pence more quickly than he would formerly have added the pence alone. But a well-planned scheme of mental training has a value greater than that of providing mere exercises ; it cuts out an immense amount of superfluous effort. A man with no knowledge of mechanics and no acquaintance with motor bicycles or motor cars might be able to construct a motor bicycle if supplied with all the component parts, but a trained engineer would accomplish the task in a small fraction of the same time and with infinitely less toil. We introduce into our every-day life much unnecessary complexity and delay owing to our ignorance of the laws which govern thought and memory. Facility brings efficiency, and efficiency brings the satisfaction of ambition.

Two Primaries: Confidence and Work.

9. To obtain, however, the results which we offer you, two conditions must be fulfilled. These are embraced in the words "confidence," and "work." Few things are so fatal to achievement as doubt and self-distrust. You

may climb safely to any height on a steeplejack's ladder so long as you retain absolute assurance of your own power, but the moment you begin to feel nervous of yourself, giddiness may supervene and you are in danger of falling. Therefore we say, start upon this course of training with boldness, trusting us and trusting yourself. You have mental abilities far greater than you are aware of. Possibly you may suppose that you have a hopelessly bad memory. As a matter of fact, you most probably have a normal memory, and a normal memory is a very good memory indeed. The defect of which you complain is not in your memory but in your training and use of it. The phenomenal memories of which you sometimes hear are only normal memories which, either accidentally or scientifically, have been trained aright. Feel certain in yourself that however unlikely it may appear to you at the moment, *you have* the material, and *we* have the means of shewing you how to employ it to your utmost advantage.

Progress by Effort.

10. But for success in our Course, there is one other qualification even more important than confidence, and that is WORK : work in the sense of *effort*. Reiterated effort is the price we have to pay for progress. It is not dull or disagreeable or exacting work, it is not work which will occupy your exclusive attention for long periods of time, but it is work. The payment of a fee, the possession of certain printed words and phrases and paragraphs, even the mere reading of our instructions, will not suffice to produce a perfect memory and a state of mental efficiency. The directions with which we shall furnish you, and the exercises we shall set you, will occupy but little of your time, and you will find them of genuine and increasing

interest, but if you do not follow the directions and work through the exercises, you cannot reasonably complain if at the end of Lesson XII, you have not made the progress you anticipated. The Pelman System is not a speculation in which you can invest your fee and then after a lapse of time and with no effort whatsoever on your part, simply pick up a big percentage on your outlay. Rather, it is like a business. You invest your money in it to the amount of the fee for the Course, then you interest yourself in the work, and at the end you find yourself with a permanent source of income returning a regular profit of several thousand times your expenditure. Is it not worth doing? If you have even for a moment the shadow of a doubt as to the answer you ought to return to such a question, it can only be because you have not fully realised the value of mental efficiency.

V. THE VALUE OF MENTAL EFFICIENCY.

11. In the world of scholarship, to the literary man, the student, the scientist, the teacher, the value of mental efficiency is self-evident. Its paramount importance is less obvious, though not less real for those engaged in commercial pursuits or employed in occupations more apparently connected with physical activity. For the student, mental efficiency means not only more perfect apprehension and recollection but also an immense saving of time which is set free for further work. But to the business man the benefits are no less great, since a power to grasp details, to hold them in the mind, to compare them, to remember prices, contracts, the names and addresses and peculiarities of clients and the extent of stock on hand at the

moment, to foresee the probable future movements of markets, must inevitably give a man an inestimable advantage over competitors. Every *external achievement* is first of all an *internal idea :* each successful act is primarily an invisible thought. Consequently, right thinking—in the broad sense—means right action ; and it is for this reason that mental efficiency is the foundation of every other kind of efficiency.

What Students say.

12. The qualities of mind just enumerated are developed by the assiduous practice of Pelman principles ; and it may not be amiss to quote here a few phrases from the letters of past students, showing exactly the kind of results achieved.

"I have been taught to believe in myself" says one who used to suffer from lack of self-confidence.

"I have gained control of my attention" says another, who up to that time had been unable to concentrate.

A student with a naturally poor memory, writes : "I passed my examination in the first division."

Another states : "My reading now remains with me, and I have consequently an increased delight in study."

These few testimonials emphasise the twofold nature of mental efficiency. On the plane of the *real* it means financial, or £ s. d. success[1] ; on the plane of the *ideal* it means knowledge and culture.

[1] Reference to English money in these pages may easily be understood by Canadian and American students if the sovereign (£1) is reckoned as 5 dollars.

VI. THE RELATION OF MIND AND BODY.

13. "So far," you may say, "you have told me only what I could easily see for myself." This may be true, but sometimes that which is most clearly visible is not actually seen at all. In any case, it is imperative that you should start upon this Course fully convinced that it is going to be of real use to you personally. *We* know that it can be of such use, and *will* be of such use, if you follow our instructions, and we want you to feel an equal confidence.

Brains and Hands.

14. "But," you may object, "I earn my living with my hands, not with my brain." This is a mistaken idea, whatever your occupation. The miner traces his seam and directs his pick with his brains; the ploughman plans his furrow with his brains; the drover is constantly estimating and circumventing with his brain the erratic movements of his herd; the engine-driver is studying steam-pressures and gradients and loads; the chauffeur has ever his brain on the alert for the problems of traffic; the carpenter must have some mental knowledge of the laws of stress; the bricklayer must exercise judgment in the placing of his bricks. In addition to the direct action of the brain in such employments, there is also an indirect action, and a trained brain finds its reflection in a more ready acquisition of manual dexterity.

When certain portions of the brain, known as motor centres, are injured, paralysis of the body ensues. If you inadvertently touch with your

fingers something that is very hot, you immediately and "instinctively" draw back your hand The action of withdrawal may appear instantaneous, but what actually happened is that the sensation of excessive heat travelled from your finger-tip to your brain, and your brain has sent back to the muscles of your arm, hand and finger, a message and impulse to remove the finger from that which is causing the pain. In the case of certain diseases, interruptions may occur in the course of the transmission of these nervous and muscular messages. All this demonstrates the influence exerted by the brain over the rest of the body. Later, we shall see evidence of influences exerted by the body at large upon the brain in particular. The point to be grasped at present is that the brain is the directing power.

Manual Skill and Mental Efficiency.

15. It is, however, possible to train the body to manual skill without training the brain to anything like the same equivalent degree of mental efficiency. Now it is an elementary principle of economics that the market value of a commodity is governed by its scarcity. An article which is readily obtainable is cheap while an article difficult to acquire is dear. In the present state of human society, manual skill is far more common than mental efficiency, and consequently must command less remuneration. The alert and capable mind, ready for any emergency, enterprising and original in its conceptions and persevering in its execution of those conceptions, can demand and will receive its own price.

VII. IS THE MIND A FUNCTION OF THE BRAIN OR IS IT SOMETHING HIGHER?

16. We have spoken of the body and the brain and have made passing reference to the mind. We have now to consider briefly one of the most keenly contested questions in psychology. Is the mind merely a function of the brain? Does the brain secrete thought as the liver secretes bile, or has the mind a separate existence, using the brain as the instrument of its expression? The physical brain consists of three main portions, the fore-brain (cerebrum) which is probably concerned chiefly with thought; the little brain (cerebellum) situated behind and somewhat below the fore-brain, and probably concerned mainly with the maintenance of equilibrium, the balance of the body, and certain forms of motion; and the oblong marrow (medulla oblongata) or spinal bulb, which is the centre to which converge the nerves of the body. In the fore-brain are many millions of small cells and certain prolonged indentations or channels, and it is commonly believed that there is a close relationship between thought and these cells and channels. Materialists maintain that thought is nothing more than an activity of the brain cells stimulated by the senses or by other means. The idealists argue that thought is primarily a function of an immaterial mind which subsequently conveys to the brain the thought that it has conceived. Each theory presents difficulties, and for the practical purpose of this Course of Training it is quite unimportant which hypothesis is adopted.

VIII. THE PLACE OF MEMORY IN MENTAL EFFICIENCY AND IN DAILY LIFE.

17. Among the mental powers of man, the central place is occupied by the Memory. It is memory which makes life a connected whole and gives it a rational meaning. If a man were entirely without memory he would be utterly helpless, paralytic and imbecile. The action of the feet in walking involves memory. The motion of the hand towards the mouth when eating is an exhibition of memory. In the higher aspects of life the role played by memory becomes more conspicuous. No judgment can be formed unless there are present in the memory the facts from which the judgment is to be derived. Deduction demands a recollection of the "premises", and calculation depends on recalling numbers. Social life would be impossible without a more or less developed memory for names and faces; business life would, in the absence of this mental quality, be certain to come to a standstill; indeed, without memory intelligent life is outside the realms of possibility. *The better the memory the better the chances of a larger and fuller life in every sense of the term.*

IX. THE GREAT DIVISIONS OF MEMORY.

18. Between the memory which guides the feet in walking and the memory which empowers the mind to form a judgment, there is a seeming distinction, but it is probable that much if not all of the memory which has now become racial and intuitive was at one time

individual and voluntary. In psychological treatises memory is sometimes classified as conscious, sub-conscious and unconscious. The student of these lessons need not concern himself with these terms, since our attention will be devoted almost exclusively to the training of the conscious memory.

Impression, Retention, Recollection.

19. The faculty of memory comprises three stages—impression, retention and recollection, and if any one of these three factors is impaired, the memory is in a corresponding degree defective. You are earnestly requested to pay very close attention to this portion of your First Lesson, since it forms a groundwork upon which much of your future success will be built.

Impressions are of two kinds; those coming to the mind from outside; and those arising within the mind itself, as in the case of thought and of imagination. Ease of recollection depends more upon the strength and vividness of the first impression than upon any other factor. Whenever an idea originates within the mind, endeavour to trace consciously the train of thought that led up to it. Ask yourself: "Why did that idea occur to me? How did it come?" Do not hurry away from it. Turn it over in consideration. Ask yourself what bearing it has upon the department of life, or study, or business with which it may be concerned. If it is an idea likely to prove of value, revive it in the mind after a brief interval. Later on in the Course, we shall describe various methods of association by which you will inevitably be able to recall any idea after any lapse of time. But there are

other things which you must learn first, and for the present you must treat impressions with the means already at your disposal. We aim at developing your natural memory and not giving you an artificial one. If we provide special aids too early in the Course, you will be tempted to trust too much to them, and too little to your own inherent faculties.

External Impressions.

20. Although there is a certain class of impression which originates within the mind itself, there is another and very large class which comes from outside. These impressions reach the brain through the five senses. Sometimes impressions are conveyed to the brain by two or even more senses simultaneously. Thus, when you meet a stranger who begins at once to talk to you your brain will receive impressions of his appearance and of his speech, and these impressions arrive together. Some persons, when they are reading silently, seem to have in their minds the actual sounds of the words before them though no sound is audible. In this case there is an external visible impression and an internal audible impression. Individuals vary much in their susceptibility to impressions through the different senses, some receiving their most intense impression by sight and others by hearing. If you want a perfect memory, you must train not only your brain but also your senses. Do not trust wholly to your sight and neglect your hearing because your sight makes the most direct appeal to you, or *vice versa*. Even persons whose activity of sight is excellent frequently fail to observe much that they ought to notice. Take a sheet of paper and try to draw upon it the Roman figures exactly as they appear on the face of a clock, and then compare carefully

the figure you have placed at "four o'clock" with the figure as represented on the dial of a watch or clock. A large percentage of persons will not succeed, and to fail in this manner is indicative of faulty observation. On which side are the buttons on a man's coat and on a woman's jacket? Many such details as these have come constantly before your eyes, but have you *seen* them?

Face Memory.

21. Have you "a bad memory for faces"? If you have, make a point to-morrow of looking at each person to whom you speak. In men, notice whether they are clean shaven, or moustached or bearded. Notice the shape of the chin, the form of the nose, whether the lips are thin or thick, whether the mouth is wide or narrow. Notice the colour of the hair, the height of the forehead, the colour of the eyes. If your "memory for faces" is very faulty, take one of these details alone for a few days, noticing only noses, or eyes, or hair. Then after a few days, notice two facial details. As you progress, endeavour to obtain not only a record of details but also the general key to the individual expression of each face. Where two faces bear a resemblance try to discover the points of difference. In subsequent Lessons, we shall set you further exercises for training your sense of sight.

22. To train your sense of hearing, try to recognise your friends by their voices or their footsteps when they are within hearing, but out of sight. In the case of footsteps, notice rapidity, regularity and weight.

23. Impressions are conveyed to the brain not only by sight and hearing, but also by smell, taste and touch. Shut your eyes and try to

distinguish between different flowers by their scent alone, and between different coins and between different textile fabrics by the sense of touch. Can you distinguish between beef and mutton if you eat with closed eyes? The three senses mentioned in this paragraph are of less importance to the majority of persons than are the senses of sight and hearing, but they should not be wholly neglected.

Retention.

24. The second stage in the process of memory is retention. This is automatic, and, if taken by itself, beyond the control of the student. Whenever a vivid impression is made, an absolutely permanent retention is assured. Of course, if no impression has been made upon the brain, no impression can be retained. When people say they have "forgotten," they frequently suppose that their retentive power has broken down. The failure, however, is not in the retentive power, but in the third stage, which is the power of recollection.

That the mind has immensely strong retentive powers, acting unconsciously for the most part, is proved by the experiences of many men and women who have been saved in the nick of time from a watery grave. After resuscitation, they have recorded the fact that during the moments preceding the loss of consciousness, a train of mingled insignificant details and important crises of their lives, has passed before the mind's eye in panorama. A majority of these details or occurrences would ordinarily be described as "forgotten," but what has been lacking in normal conditions has been, not retention, but a sufficient stimulus for recall. If the stimulus be of the right

character, it need not be of great intensity, and often a mere passing odour of violets will instantly bring back to us the picture of the peaceful country of our early days, even though we may never have had a thought of our native heath for months, perhaps years.

Recollection.

25. "Recollection" is the name given to the conscious revival of an impression made upon the brain and retained by it. Frequently recollection is spoken of as if it were synonymous with "memory," but in reality recollection is only the third and final stage of the complete process. Facility in recollection depends primarily upon the intensity of the first impression. Secondly, it depends upon certain principles of association which will be explained in a later lesson.

Recollection may be brought about in various ways. Sometimes it is stimulated by a recurrence of the conditions which originated the first impression. Thus, if you "forget" an idea you will often find yourself able to "remember" it if you return to the exact spot where the idea first occurred to you. Sometimes a single circumstance will recall a whole group of ideas, as when the name of a novelist brings instantly to your recollection the incidents in various books which you have read of which he is the author. Sometimes an idea is recalled when its exact opposite is presented to the mind. From the scientific point of view, it is thought probable that particular ideas become connected with particular cells in the brain, and any excitement of a particular area in the brain is therefore likely to bring all the ideas located in that area within the range of ready recollection. We shall consider the subject again in further

lessons, when we shall see the practical application and effect of the will in the act of recollection.

X. HEALTH AND MIND.

26. The brain partakes with the rest of the body in the circulation of the blood, and if the circulation is sluggish, the action of the brain also tends to become sluggish. It is partly because the circulation is improved by the exercise of the day that mental work is often accomplished more readily in the evening, though another cause for this lies in the number of brain cells stirred into activity by the events and thoughts of the day. In fever the brain is often more active by reason of the increased circulation of the blood, though sometimes the opposite effect is observable, owing to the presence of toxins. If after a period of sedentary mental work, you find yourself becoming inaccurate and your ideas flowing less freely, take a brisk walk for five minutes, or, if you have no heart weakness, run up and down stairs once or twice. This will frequently effect a noticeable improvement in thought.

You must not expect to obtain the highest quality of mental efficiency or the perfection of memory if you persistently ignore your bodily health. When you feel that your health is not what it should be, consult a properly qualified and registered medical practitioner. Do not attempt to dose yourself with patent medicines or advertised nostrums, and avoid the "quack" as you would the plague. It may be that the regular taking of a tonic for a week or so will brighten your whole outlook and vastly improve your mental alertness, but the tonic which may suit your friend may be extremely injurious

to yourself. Only your doctor can prescribe for your own constitution.

Sleeplessness.

27. The inability to sleep is a terrible enemy of the mind. On no account whatever should you even occasionally endeavour to obtain sleep by the use of drugs without advice from a physician. No solid food or stimulants (including coffee) should be consumed within two hours of retiring at night, but a glass of hot milk may be taken the last thing. Sometimes sleep may be obtained by subconscious self-suggestion, by trying persistently to keep the eyes almost but not quite closed ; form a mental picture of the state of sleep ; breathe regularly and somewhat deeply. Whenever possible sleep with your bedroom windows open.

"Overstrain."

28. A good deal is heard now-a-days of "overstrain." This condition is far more often the result of wrong methods than of excessive work. The normal brain has an extraordinary capacity for knowledge, and its most serious danger lies not in activity but in worry. With regard to the avoidance of worry, it is more easy to give advice than to follow it. Should you be faced with any cause for anxiety, try to bear continually in mind the fact that worry can never in the smallest degree help in any situation, but that it can, and usually does, render one less competent to meet a crisis or difficulty by lowering the vitality and confusing the brain. You *have* one trouble : why take on another—the burden of worry ? If calamity does come, determine that you will learn from it some lesson, whether of courage, or of patience, or of resource. In this way you may

possibly make your gain in character more than balance your loss in other directions. True happiness, after all, depends infinitely more upon ourselves than upon our surroundings. The temporal possessions you have striven for and won so hardly may be taken away, but the priceless treasures of imagination none can wrest from you. Your body may be imprisoned in a dungeon, while your mind still enjoys the freedom of the Universe. When misfortune overtakes you, never gaze back on the opportunities of the past, but concentrate your attention on the opportunities of the future. Although instances of genuine mental overstrain unconnected with worry are extraordinarily rare, a sense of weariness may accrue from prolonged mental application. This may be avoided to a great extent if five minutes' rest can be taken in every hour. Merely to rise from your seat and stretch your limbs will afford marked relief.

Rest.

29. Idleness is not necessarily restful, and it has a tendency to promote mind-wandering and lack of concentration. The most satisfactory form of rest usually consists in a change of occupation, or even in a mere change of study from one subject to another. To do nothing and to think of nothing is to invite physical and mental degeneration. Bodily idleness may sometimes be necessary for physical recuperation, but the same plea cannot be urged in extenuation of mental idleness.

Concluding Remarks.

At the conclusion of Lesson 1, as a new student you will be inclined to say : " What do I think of it ? " We agree the question is not only

natural but proper—indeed we desire to cultivate the reader's critical abilities—but gradually.

Book I is a map more or less of the whole Course—an introduction to the science and art of mental training as understood and practised by the Pelman Institute. Judge it from that point of view and you will see that a rational system must first begin with the simple and proceed to the complex; and that to form a final opinion as to the merits of a Course, after studying one book, is about as intelligent as to value the ability of a pianist after hearing him play a few scales. Depend upon it, the particular aims you have in view—memory, concentration, will-power—will be dealt with fully in due time; so do not expect complete training at once. This is a *Course, i.e.*, it extends to twelve lessons and each lesson contributes its quota to your development.

"DON'TS"

1. Don't regard your difficulties as insuperable. Be hopeful.

2. Don't decry your memory; that is the way to make it worse.

3. Don't say to-day "I *can't* concentrate." If you do, you will be less able to concentrate to-morrow.

4. Don't admit you are too old. Mental age is a matter of training.

5. Don't expect to become mentally efficient by means of one lesson. There are 12 lessons and some work ahead of you.

6. Don't skip. Master every sentence. We teach the science and art of mental efficiency in the least possible number of printed pages.

EXERCISES

Exercise I.

It will be remembered that on a previous page (see p. 19) we dealt with the need of vivid impressions as a source of sound knowledge and reliable memory. It follows from this that the first scientific step in mental training is to educate the powers through which most of our information comes, namely, *sight* and *hearing*. Take a sheet of paper and write down a list of the names of six of your friends—both sexes. Opposite each name write the (*a*) colour of the eyes, (*b*) the shape of the nose, (*c*) the manner of wearing the hair, and, in the case of men, the absence or presence of beard and moustache. (*d*) Add also a note as to any particular article of clothing worn on the last occasion you saw the person concerned.

Some people find an exercise of this kind very easy ; they are naturally acute observers ; other people find it rather difficult ; their powers need training.

Exercise II.

Take a set of dominoes, shuffle them face down, and then pick up one of them. Turn it up and remember the total number of pips on it. Suppose this is the 5—4, equalling 9. Turn it face down and pick up another with it. Turn both face up, and see *how quickly you can name the total of the two dominoes without actually counting them*. Do not try this experiment more than once or twice the first day or two, but after a week's practice with two, you may add a third and then a fourth, naming the total number of pips instantly, without counting them at all.

For variety, deal out four cards, face downwards, side by side. Turn up the first and note what it is, replacing it face downwards. Repeat the process with the other three cards, then after a few moments, try to recall the four in order. When you can do this correctly, experiment with five cards, gradually increasing the number. One student was able to remember the whole pack.

After a few weeks of this sight training you can amuse yourself and your friends by asking them to place about a dozen articles upon a table ; matchboxes, spoons, paper-weights, penknives, eye-glasses, anything ; each object being slightly separated from the others. Let them be covered with a hat or with a small tray while you are out of the room. No matter how quickly they lift the cover and replace it again, you will be able to name a majority out of a dozen or more articles.

Work one or two of these simple exercises occasionally, until you feel you are acquiring greater speed and accuracy.

Exercise III.

It is interesting and useful to know at what distance removed from you the ticking of a watch can be heard. Deafness is a matter of degree, and sometimes minor defects in hearing, quite remediable in their early stages, are allowed to develop unnoticed. Acuteness of hearing, indeed, can be cultivated ; and it is worth the trouble to increase by inches the distance between you and the watch, so as to determine the ratio of improvement. Thus, if on a first attempt you can hear a watch ticking on a table five yards off, stand a foot farther away, then another foot, and so on until you fail to hear the sound.

Exercise IV.

Whenever there is a connection between two ideas, or between the words representing two ideas, the connection is based on one of four laws, the first of which is the *law* of *inherent connection*; the second is the law of *opposition*, the third is the *law* of *external connection*; and the fourth is the law of *similarity of sound*. A special lesson on these laws will be given later on in the Course, and the mastery of it will enable you to write down 1,000 or more words, and on reading them over once to repeat the whole list from beginning to end *and from the end to the beginning*.

At present, we shall do no more than illustrate the fact that such a connection does exist. Here, for instance, is a list of eight words. By way of exercise read them through once noting the connections, then repeat them, or as many of them as you can.

1. White
2. Black
3. Nigger
4. Lynching
5. America
6. Canada
7. Can
8. Tin

Here is a second list, this time eighteen words. Endeavour to remember them so as to repeat them after a single reading.

Observe the associated connections between the words.

1. Rose
2. Flower
3. Show
4. Prizes
5. Money
6. Bill
7. Paper
8. Pen
9. Ink
10. Bottle
11. Glass
12. Lens
13. Photograph
14. Landscape
15. Artist
16. Sculptor
17. Marble
18. Palace

SPECIAL EXERCISES FOR MIND TRAINING AND HEALTH

By EUSTACE MILES, M.A.

With this revised edition of the Pelman Course the Directors present a complete system of physical exercises, specially compiled by the eminent authority on all matters pertaining to bodily health, Mr. Eustace Miles, M.A.

Of Mr. Miles' work in the science of health research, physical training, diet, etc. it is almost unnecessary to speak; his name is a household word in this and most other countries.

Mr. Miles, himself an authority on Mental Training, has on many occasions expressed the highest possible opinion of the Pelman Course, and in securing his collaboration for the Physical Training side of the Institute's Work, the Directors are confident in the belief that they are offering students the best possible combination of exercises for mental and bodily fitness that can be presented.

The exercises prepared by Mr. Miles will suit the requirements of the majority of students, but where exercises of a special character, and advice as to diet and matters of a confidential nature are concerned, the Secretary of the Pelman Institute will give an introduction to Mr. Miles, who has consented to treat all Pelman students at special fees.

In the lessons that follow, Mr. Miles has achieved two distinctive results:—

(1) He has produced a system of physical training, at once simple and effective, such as a busy man or woman can take up without difficulty or danger; for it must be confessed some systems of physical culture call for rather expensive apparatus and the REGIME is often too punishing to be good for health, especially with sedentary workers.

(2) Secondly, he has invented exercises which combine body building with mind training; in other words, a student can be training imagination and developing will power at the same time as he increases the vitality of bodily functions. This is a considerable gain to all who seek symmetrical growth – an efficient mind in a sound body.

First Lesson.

Right physical exercises are very important for various general reasons. Here are a few of them:—

1. Regularity of Habit. The late Professor William James insisted that it was a good thing to go through something regularly, especially if it was not very pleasing, so as to prove one's own power over oneself. The regular performance and repetition of certain physical movements re-acts on the will-power, and reinforces it, so that by degrees one finds it easier and easier to turn one's attention and one's energies in any given direction at will.

   With regard to exercises of the right sort, this regular practice is all the more useful because—as distinct from most of the drudgery we go through—it brings health and fitness.

2. The right exercises also tend to self-respect A good instance is the training of the left hand. Most people have very clumsy left hands, and they cannot have proper self-respect while they carry about with them constantly so inefficient a member. Besides this, the training of the left hand influences a certain part of the right side of the brain. Let people train their left hands—not necessarily to equal their right hands in skill, but to approach towards that standard—and they will have more respect for their body in general.

3. Health and fitness in general come from the right exercises, done in the right way. I shall enlarge on this point in future Lessons.

4. Imagination and memory can be trained by certain methods and exercises, and I shall illustrate this in the course of the present Lesson.

   Most of these Lessons will be divided into two parts—exercises that you can do in bed, and exercises that you can do when you have got out of bed.

As to exercises in bed, a most famous example of their very good effects is Sanford Bennett, who made himself young at the age of 70, simply by bed exercises. I do not recommend his system exactly as it is, but the idea of doing exercises before you get up is a very good one.

Exercise I.

Lying in bed, flat on your back, and with the bed-clothes off, stretch out your right foot and leg. Stretch them down as far as they will go, with the toes as far away from you as possible, and the knee well braced back. Hold the leg and foot in this position for a moment or two, then stretch a little further still, even if it begins to produce a feeling almost of pain. Do not over-strain. Then, still keeping the leg stiff and the knee back, send the heel down as far away from you as it will go, and keep it there for a moment or two; then the toes down again; then the heel down again.

Next, rest and relax with this leg and foot, and go through the exercise with the other leg and foot instead.

Then go through it with both legs and feet together.

This exercise has many advantages, one of which is that it serves as a means of curing and preventing cold feet. It also can cure certain kinds of headache, by removing the blood-pressure from the brain. And it improves the circulation generally; and has other capital effects.

Exercise II.

Now, still lying in bed, put your two hands over your abdomen, one higher up than the other. Close your mouth, and, as you inhale through your nostrils, send your abdomen up and out. Hold it up and out when you have finished inhaling. A second or two will be quite enough at first. Then exhale quietly, and empty your lungs well, while you draw your abdomen in; and, at the end of the drawing in, press downwards with your hands.

This is one form of diaphragmatic breathing, and it is the kind usually taught in schools, as the first Breathing exercise. It has many advantages, including its good effects on the nerves and on the endurance. But I will not speak of these advantages here. I shall speak of them in a later Lesson.

Repeat the exercise once or twice, but be sure not to strain. If it makes you at all giddy, don't repeat it at once.

Exercise III.

Now, getting out of bed, practise skin drill, not necessarily in the elaborate way suggested by some instructors, but, if you like, with some underclothing on. Rub your skin all over with the palms of your hands, or, if you prefer, with a loofah, or a skin-brush, or skin-glove, or perhaps sometimes in one way, sometimes in another.

This will improve your circulation, and of course will clean your skin of its dead particles, and will be good exercise in itself.

You could go through the skin drill either before you have a bath, or afterwards, or, to some extent, during the bath.

Having gone through the skin drill, close your eyes for a moment, and, keeping your hands and arms still, try to recall the movements and sensations of the skin drill—that is to say, go through the skin drill, not in reality, but in imagination. Be sure to do this immediately after the skin drill.

It is generally agreed that the most effective way of remembering many kinds of things is to recall them *directly* afterwards, before they have faded from the mind.

On the first day, do not give up too much time and energy to this skin drill. A minute may be quite enough. You could, if you like, keep on some of your clothing while you are massaging some parts of your body. Then cover these whilst you are massaging the other parts.

It need not always be the mere rubbing of the skin; it could sometimes be slapping and pinching, etc.

In the Second Lesson there will be some leg and arm stretching, a second Breathing exercise, and some gentle hopping and skipping without a rope.

Special Instructions as to Work Sheets and Text Books.

1. **Write your name and address legibly on every Work Sheet; and**
2. **Add your registered number. This number should appear on all your communications, otherwise much unnecessary labour devolves on the staff.**
3. **The text-books should be kept by the student for future reference. They are for students only and must not be shown or lent to anyone.**

PELMAN LESSON II.

Success in any kind of Enterprise—commercial, scholastic, social or political—requires *Energy*. This subject is dealt with in Lesson II, where we show how well-directed energy develops mental ability and formulates character.